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ABSTRACT

A study was conducted at Evergreen Valley College (EVC), Illinois, to assess the level of faculty burnout and to determine the need for personal and organizational interventions to reduce burnout and improve morale. The Maslach Burnout Inventory (MBI) was administered to all 105 full-time faculty at EVC, and scores for the MBI subscales of emotional exhaustion, depersonalization, and personal accomplishment were determined for the 80 responding faculty members. Study findings included the following: (1) 14 faculty had high scores on the depersonalization subscale, indicating early signs of burnout; (2) 17 faculty scored high on the emotional exhaustion subscale, indicating advanced cases of burnout; and (3) 51 faculty scored low on the personal accomplishment subscale. Based on study findings and comparison with normative scores on the MBI, it was concluded that feelings of personal accomplishment were particularly low for EVC faculty and that emotional exhaustion and depersonalization were not severe. Recommendations for addressing the problem of burnout at EVC were developed and given to the administration and faculty senate. A 31-item bibliography and appendices citing the institutional costs of burnout and providing ecological and congruence models for the study of burnout, the survey instruments, and a letter to EVC faculty summarizing survey results are included. (EJV)

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AN ASSESSMENT OF THE LEVEL OF FACULTY BURNOUT AT EVERGREEN VALLEY COLLEGE

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by

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ABSTRACT

Societal factors and the internal pressures which developed in response to them converged in the 1980's to affect Evergreen Valley College faculty morale. Burnout has been thought to be a major source of low faculty morale. The human services professions are particularly vulnerable to burnout and for community colleges the major area of concern is its effect on the quality of teaching. It was the purpose of this study to assess the level of faculty burnout to determine the necessity for personal and organizational interventions to reduce it.

The Maslach Burnout Inventory was administered to all full-time faculty. The response rate was 76%. The results indicated that there is significant burnout. One-fifth or more of the faculty respondents were experiencing some phase of burnout. Seventeen and one-half per cent of the scores indicated that respondents were experiencing early signs of burnout and twenty-one and one-quarter per cent indicated that they are in the advanced stage. Two-tailed *t*-tests with 78 degrees of freedom at the .05 significance level to determine cluster differences indicated that Roble cluster has significantly more incidences of early and advanced cases of burnout than does Acacia cluster.

As a result of this study, it is recommended that administrative attention be given to organizational and personal interventions to reduce and prevent the further spread of the burnout problem and that the Faculty Senate support the administration in their efforts.

TABLE OF CONTENTS

	Page
ABSTRACT	ii
LIST OF TABLES	v
INTRODUCTION	1
Problem	1
Purpose	1
BACKGROUND AND SIGNIFICANCE	2
Review of Literature	5
Limitations	11
Assumptions	11
PROCEDURES	12
Procedures for Collection of Data	12
Procedures for Treatment of Data	13
RESULTS	14
DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS	21
Discussion	21
Implications	23
Recommendaions	25

REFERENCES CITED..... 28

APPENDIXES..... 31

A. ORGANIZATIONAL COSTS..... 33

B. ECOLOGICAL MODEL..... 35

C. CONGRUENCE MODEL..... 37

D. FACULTY LETTER..... 39

E. MASLACH BURNOUT INVENTORY..... 41

F. FACULTY FOLLOW-UP LETTER..... 44

G. MEANS AND STANDARD DEVIATIONS FOR THE MBI SUBSCALES..... 46

H. MEANS, STANDARD DEVIATIONS, AND t-SCORES FOR ACACIA AND ROBLE CLUSTERS..... 48

I. CATEGORIZATION OF MBI SCORES..... 51

J. INDIVIDUAL RESULTS LETTER TO FACULTY..... 53

LIST OF TABLES

Table		Page
1.	Faculty Response Rate to the MBI	15
2.	MBI Subscale Means for the Total Faculty	16
3.	MBI Subscale Means for Acacia and Roble Clusters	17
4.	Individual Faculty Scores Dichotomized Around the Standardized Means	18
5.	Stages of Faculty Burnout Reflected Through Dichotomized Means	20

INTRODUCTION

Statement of the Problem

Burnout, "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind" (Maslach,1982:30), has been thought to be a major source of low faculty morale on the Evergreen Valley College campus. There was institutional recognition of low faculty morale when the Chancellor of the San Jose/Evergreen Community College District, Dr. Richard Goff, met with each center on campus during the spring semester, 1985, to listen to faculty perceptions of their low morale. Low faculty morale has resulted in reduced faculty participation in college activities. Subsequently, administrators have begun to require attendance at campus meetings in accordance with the district's collective bargaining agreement. As administrators ceased to rely on the faculty's professional sense of obligation to determine participation in the college's processes, it became imperative to identify the level of burnout among the faculty and to understand its causes in order to strengthen morale and to prevent additional deterioriation.

Statement of Purpose

The purpose of this study was to assess the level of faculty burnout at Evergreen Valley College. To determine its prevalence and its

intensity all full-time faculty were asked to complete the Maslach Burnout Inventory. The data was then analyzed to determine the degree of burnout and the specific phases of it that were being experienced. One hundred and five full-time potential faculty respondents were administered the questionnaire through a letter requesting their participation. The letter and the questionnaire were placed in faculty mailboxes one month before the end of the fall semester.

BACKGROUND AND SIGNIFICANCE

Evergreen Valley College was established in1975 with a unique cluster-center system of two clusters, Acacia and Roble. It is located in a semi-agricultural area within a densely populated community college district in the eastern foothills of San Jose, California. It was intended to grow to a student population of ten thousand by 1985. The spring, 1987, enrollment was eight thousand, three hundred and forty students (Admissions & Records:3/8/87). The student population is multi-ethnic. The largest minority populations are Asian (20%), Chicano (18%), and Black (18%). The average (mean) age is 28. Day enrollment accounts for 61-64% of the total student population and evening enrollment for 36-39% (Reichelderfer & Kangas:1986). Evergreen Valley College was the second college formed in the San Jose/Evergreen Community College District and has experienced the societal stressors present to all of higher education during the 1980's as well as those stressors particular to California community colleges.

Keller (1983:12) identified the primary forces currently affecting higher education. They include: changing student clientele; disintegrating college curriculum; increase in competition within higher education; the technological imperative; the faculty conundrum (age, faculty salaries, and reassertion of institutional values and needs over the academic profession's own values and expectations); and, the tightening grip of outside controls, specifically the rise of public power. The California Postsecondary Education Commission Report (1984:40) analyzed social and economic trends and identified multiple pressures on Caifornia postsecondary education that have resulted in public demands for educational results which can be identified and measured.

There are societal stressors which have directly affected the California community colleges. Their staffs have been subjected to intense stress as they have attempted to achieve their missions and still maintain solvency. The funding patterns of the last few years have impelled districts to increase their student populations to attain maximum funding and then to limit them in order to avoid penalties for exceeding the cap that was placed on enrollment. This struggle to get just the right amount of students has required a reordering of programs and has resulted in politicizing between academic and vocational programs in attempts to maintain and/or increase their share of financial resources.

The multiple missions of preparing students for transfer to four year institutions and providing remedial, vocational, and recreational classes during times of regressive financing have created a strain for all involved in community college education in California. There have been

specific internal pressures resulting from these budget cuts for Evergreen Valley College faculty. Among them are the increasing use of part-time instructors who do not receive pro-rata pay nor assume the responsibilities of full-time faculty (participation on committees, office hours, curriculum development), but who serve an economic function. This has been compounded by additional pressures to increase both W.S.C.H. and F.T.E. resulting in large increases in class sizes regardless of the nature of the discipline or specific university requirements for transfer courses . A reduction in administrative and support staffs resulting from the budget cuts has created another pressure.

Additionally, the California community college system "operates in a maze of seventy locally elected boards sharing authority with the chancellor and statewide board over policies for one hundred and six individual campuses" (Santa Cruz Sentinel:8/4/87). This bureaucracy has effected the resignation of the current two year chancellor of the state's community colleges, Joshua Smith, who cited the floundering of day-to-day operations due to the "chains of bureaucracy" as the major reason for his resignation. This organizational complexity and confusion coupled with governmental fluctuations in funding and requirements has created continual uncertainty for the state's community colleges during the 1980's.

Societal factors and the internal pressures which developed in response to those factors converged in the 1980's to affect Evergreen Valley College faculty morale. This research was appropriate to the Societal Factors Affecting Education seminar as it provided measurement

of the presence and intensity of burnout among the faculty as they have been responding to these multiple pressures.

Review of Literature

The definition of burnout varies among researchers. Potter (1980:15) sees it as a cumulative process with primary and secondary symptoms including: frustration, interpersonal problems, emotional withdrawal, depression, physical complaints, declining performance and efficiency. Eliot and Breo (1984:204), along with Veninga and Spradley (1981:39-70), see it as consisting of five identifiable stages: honeymoon or job contentment, fuel shortage, chronic symptoms, crisis, and, hitting the wall. Carroll and White (1982:41) perceive it as ecological dysfunction and suggest that therefore it needs to be studied within the system of which it is a part. Maslach (1982:30) regards it as a syndrome which includes emotional exhaustion, depersonalization, and reduced personal accomplishment. Each of these dimensions, symptoms, stages, system aspect, and syndrome, offers a dimension that is useful to a complete understanding of the burnout problem.

A review of the literature, including an ERIC search, indicates that faculty burnout has been studied directly in one other community college, Prince George's Community College in Largo, Maryland (Clagett; 1980). The study assumed faculty stress was present among the faculty as the literature reviewed by Clagett (Coates & Thoresen, 1976; White, 1980; Kahn, 1978; Maslach, 1978) suggested that it is as present to

college faculties as to other human services workers. The demands for accountability, declining student abilities, scarce resources, and a bleak outlook for the future have created burnout in college faculties, in Clagett's opinion. Additionally, community college instructors have conditions not present to other faculties in higher education such as the requirement to carry full teaching loads of fifteen hours per semester and the teaching of less prepared students. Altshuler and Richter (1985) identified elitist attitudes, repetition and boredom, and changing subject matter as additional factors contributing to burnout for community college faculty.

In a workshop conducted by Dr. Jon Kangas for Evergreen Valley College faculty (Jan. 5, 1981) designed to reduce burnout, participating faculty were asked to identify what they were experiencing as burnout. They described it as: tired, loss of energy, not enough time to do it all, resources overwhelmed; loss of excitement; start with high energy, but lose it toward the end of the semester until it's gone; joy of accomplishment doesn't have the same lift it used to; creative spirit lost--not the same as it used to be--last semester good enough for this; frustration resulting from not being able to get everything done; lack of enough positive reinforcement from students, colleagues, and administration; and, frustration from time pressures.

Pines and Aronson (1981:17-27) report in their research on burnout among human service professionals, which included community college instructors and consisted of over one hundred seminars and workshops in ten states as well as Israel, that burnout "...occurs very frequently to a wide variety of people working in almost all of the human

services." Clearly, burnout has made its way into campus communities and has had serious effects for institutional organizations. Minnehan and Paine (1982:100) state that the costs to organizations are direct, hidden, and potential (Appendix A). For institutions of higher education, they may result in reduced worker productivity, replacements in the form of substitute workers, sick leave, increased insurance premiums, payments for early retirement, recruitment and orientation costs, identifiable "lost" clients or customers, employee theft or sabotage, decreased flow of clients, accidents, potential health disability, and increased legal costs. Melendez and de Guzman (1983) state that burnout is characterized by these events occuring within an organization: high turnover, low morale, we-they polarizations, increased territoriality, conflicts over authority, scapegoating of organizational leaders, increased absenteeism, and informal communication replaced by rigid, role-defined channels. While it has severe personal costs for the instructors who suffer from it, it also has institutional costs.

The Carroll and White (1982:41) ecological model describes that burnout not only has effects on the organization, but must be studied within the system of which it is a part. The ecological model (Appendix B) considers the person as operating in a microsystem (the smallest social unit of organized work) which is part of a mesosystem (the larger complex of smaller work units that comprise the institution) which is affected by an exosystem (non-work eco-systems that directly impact on the worker such as the surrounding community, legislators, accountability systems, his/her family) and the macrosystem which consists of the larger cultural and world-wide complex. Each of these

systems requires altering to alleviate burnout. Clagett (1980:23), also, concluded from his research at Prince George Community College that faculty stress should be "seen as an organizational outcome, rather than as symptomatic of defects in the personalities of its casualties." Shinn (1982:79) developed a theoretical model from her research on burnout in which "group and organizational coping are hypothesized to be more effective than individual coping with job demands." Maslach (1982:9) agrees that attention should be focused on the job situation in which individuals find themselves and that the bulk of the evidence she has examined "is consistent with the view that burnout is best understood (and modified) in terms of situational sources of job-related, interpersonal stress."

Commununity colleges are now confronted with assessing the level of burnout, its impact for them, and how to reduce it to maintain maximum functioning particularly as it affects the quality of teaching. Alfred (1985) asserts that community college teaching is in danger of becoming obsolete as faculties distance themselves from involvement in their work as they experience "the sociological condition of 'alienation'." This is seen as they become tenants within the institution and do not participate intimately with governance, reduce their interaction with students outside of the classroom, and as they find their primary satisfaction outside of the college. He predicts that there will be increasing detachment as they experience powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. The exchange between the personal and environmental require congruence in order for teaching to be effective (Appendix C).

Two additional dimensions of burnout that need to be considered are its hiddenness and its contagiousness. Paine (1982:17) points out that burnout has been primarily a hidden problem as those suffering from it in the past could choose job change as a way of dealing with it. As job mobility has decreased and staffs have become somewhat fixed, "the staff you have today is likely to be the staff you have next year or even five years from now," the problem has become overt and requires solution, according to Paine.

Johnson (1982:34) suggests that burnout is contagious for healthcare workers and that group burnout can result. Group burnout has a cycle, according to Johnson, which has tremendous impact on the organization. The burned-out individual has a negative atittude toward other staff resulting in unwillingness to help others which increases stress on the rest of the staff. Staff burnout then occurs which is exhibited through loss of patience with patients and family. The staff becomes blaming and angry at one another, negative to other departments, other departments then ignore requests, and the result is increased stress on each staff member. The contagiousness dimension of burnout has not been widely researched, but potentially poses a serious threat to the mental health of faculties.

Current research substantiates the presence of burnout among higher education faculties, however, its measurement in community college faculties has not been widespread. The most widely used measure of burnout for the human services professions is the Maslach Burnout Inventory (MBI). Maslach and Jackson (1981a:99-113) developed the MBI with three subscales to measure an individual's level of

emotional exhaustion, sense of depersonalization, and feelings of personal accomplishment. Golembiewski (1982:250) agrees with Maslach and Jackson that rather than using the MBI as an additive measure, it is more important to dichotomize the distribution of scores around the mean for each dimension. This enables the phases of burnout to be distinguished so that the intensity of the burnout is clearly identifiable.

The literature demonstrates that the human services professions are particularly vulnerable to burnout. Burnout has observable symptoms forming a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment, occurs within a system, and has far-reaching multiple effects for the individuals who suffer from it and the organizations in which they work. For community colleges the major area of concern is its effect on the quality of teaching. The societal pressures affecting education appear to be contributing to its occurrence and to be exacerbating it. As job mobility has decreased a major source of alleviating burnout has also diminished, the ability to change jobs. This has created the need for colleges to develop specific strategies for reducing it. Of special concern is burnout's potential for contagiousness. The Maslach Burnout Inventory is an appropriate instrument to measure its presence and degree of severity.

There has been concern about burnout at Evergreen Valley College (EVC) during the 1980's reflected in workshops given for faculty, the Chancellor's attention to it, and presentations to the campus community to help reduce it arranged by the college president, Dr. Gerald Strelitz. Dr. Evangela Vanacore, Provost of Roble Cluster, has endorsed this study conveying her awareness of the problem and strong interest in

eliminating it. The research question remained: Are EVC faculty experiencing burnout, and, if so, to what degree?

Limitations

While this study should prove to be very important and useful to EVC in assessing and reducing its burnout problem, its generalizability to other institutions is severely limited. Community College faculties have unique characteristics which distinguish them from other faculties in higher education. Additionally, EVC is distinctly different from most community colleges. It uses a cluster-center system of organization rather than the traditional department-division system. This may have either created or alleviated stressors common to other community college faculties.

Assumptions

It was assumed that the Maslach Burnout Inventory provides a reliable and valid measuring instrument of burnout. Maslach and Jackson (1981b:7-8) report test-retest reliabilty coefficients for the MBI subscales as: .82 (frequency) and .53 (intensity) for Emotional Exhaustion; .60 (frequency) and .69 (intensity) for Depersonalization; and, .80 (frequency) and .68 (intensity) for Personal Accomplishment. All are significant beyond the .001 level.

Convergent validity was demonstrated for the MBI through correlation with behavioral ratings made by familiar persons, the presence of job characteristics that were expected to contribute to

experienced burnout, and with measures of various outcomes that had been hypothesized to be related to burnout. The MBI measure was also tested for discriminant validity by "distinguishing it from measures of other psychological constructs that might be presumed to be confounded with burnout" (Maslach & Jackson;1981b:8). Strong support was gathered to distinguish burnout from job dissatisfaction. Additionally, the Social Desirability Scale was administered to determine if subjects distort their responses because many of the MBI items are contrary to professional ideals. The Social Desirability Scale did not correlate with the MBI, providing additional support for the discriminant validity of the instrument.

PROCEDURES

Procedures for Collection of Data

1. All full-time faculty, including those assigned as center coordinators, were asked to participate in the survey. Instructors on sabbatical (2) and stress leave (1) were not included. Additionally, two instructors indicated that they did not wish to participate as they didn't feel they could fairly assess their emotional states at that time.

a. Faculty received the cover letter (Appendix D) asking them to participate and the Maslach Burnout Inventory (Appendix E) in their mail boxes on campus.

b. A follow-up letter (Appendix F) was sent two weeks after the initial mailing to those who had not responded by the date indicated for completion.

2. Additional inventories were sent to those who had misplaced them. Inventories were coded to prevent duplication of response. Additionally, the coding enabled the data to be analyzed for each cluster as well as campus-wide.

3. Maslach and Jackson's (1981b:2) guidelines for administering the inventory to avoid response bias were followed. They suggested that response bias would be minimized by respondents completing the MBI independently, avoiding identification that would be personally revealing by using code numbers or labels, and presenting the scale as a survey of job-related attitudes rather than relating it directly to burnout in order to avoid sensitizing respondents to the topic.

Procedures for Treatment of Data

1. The three inventory subscales of emotional exhaustion, depersonalization, and personal accomplishment were scored for each faculty respondent. These provided measures of both the frequency (how often one has these feelings) and intensity (the strength of the feelings) of each subscale for each individual resulting in six subscores per person. The scores were assessed independently rather than additively as Maslach and Jackson (1981b) and Golembiewski (1982) suggest to enable identification of the phase or stage of burnout the individual is experiencing.

2. Means were computed for the college and for the clusters for each of the six subscales to enable comparison to the standardized means.

3. An independent two-tailed t-test was computed for each subscale to test the cluster scores for significance. The null hypothesis was to be rejected if the means did not differ significantly at the .05 level. This level of significance was chosen because a difference at even this moderate level should be examined for possible causal factors within the cluster.

4. Using Golembiewski's (1982:250) theoretical model for identifying progressive stages of burnout, the individual scores were:

   a. Dichotomized around the standardized means and grouped as low and high for each subscale.
   b. Dichotomized around the standardized means for each subscale and grouped into four categories (high/high; high/low; low/high; low/low).

RESULTS

The faculty response rate to the questionnaire is presented in Table I. There were one hundred and five full-time potential faculty respondents. Instructors on sabbatical (2) and stress leave (1) were not included and two instructors indicated they could not participate at that time. Seventy-nine per cent of the total faculty responded to the survey. Seventy-two per cent of the faculty in Acacia Cluster responded and seventy-nine per cent of the faculty in Roble Cluster.

TABLE 1

Faculty Response Rate to the MBI

GROUPS	*N*	NUMBER RESPONDING	PERCENTAGE
Total Faculty	105	80	76%
Acacia Faculty	65	47	72%
Roble Faculty	40	33	79%

Scores were computed for each instructor on each of the three subscales for both intensity and frequency. The individual scores were combined to provide a distribution of scores for the entire faculty. The means for each of the subscales were computed for the total faculty and are presented in Table 2. A comparison of the college means to the standardized means (Appendix G) indicated that the EVC means for the subscales of emotional exhaustion and depersonalization were less than the standardized. The college means were greater than the standardized for the the personal accomplishment subscale.

TABLE 2

MBI Subscale Means for the Total Faculty

N - 105 n - 80

EE:F	18.056	EE:I	24.687
DP:F	6.345	DP:I	8.896
PA:F	39.057	PA:I	42.036

EE - emotional exhaustion; DP - depersonalization; PA - personal accomplishment. F - frequency I - intensity

Note: The higher the emotional exhaustion and depersonalization scores, the higher the degree of experienced burnout. The lower the personal accomplishment scores, the higher the degree of experienced burnout.

The means for each subscale for the faculty in both clusters, Acacia and Roble are presented in Table 3. The null hypothesis predicted that there would be no significant difference in the MBI subscales mean test scores for Acacia cluster and Roble cluster. A comparison of the means of the two groups on each of the subscales is presented in Appendix H. The *t* values were significant at the .05 level or greater for three dimensions of the subscales (emotional exhaustion:frequency, depersonalization:frequency, and depersonalization:intensity) and not significant at the .05 level for the other three (emotional exhaustion:intensity, personal accomplishment:frequency, and personal accomplishment:intensity). As

there was significance at the .05 level for two-tailed tests (with 78 degrees of freedom) for three of the subscales, the null hypothesis was rejected for those three. It was accepted for the three subscales that tested not to be significant.

TABLE 3

MBI Subscale Means for Acacia and Roble Clusters

Acacia N = 65 n = 47 Roble N = 40 n = 33

	Acacia	Roble		Acacia	Roble
EE:F	15.043	21.091	EE:I	22.404	26.97
DP:F	4.66	8.03	DP:I	6.277	11.515
PA:F	39.532	38.606	PA:I	42.83	41.242

EE - emotional exhaustion; DP - depersonalization; PA - personal accomplishment. F - frequency I - intensity

Note: The higher the emotional exhaustion and depersonalization scores, the higher the degree of experienced burnout. The lower the personal accomplishment scores, the higher the degree of experienced burnout.

The individual scores were dichotomized around the standardized means for each subscale. They were then categorized as low or high and are presented in Table 4. Using this method nineteen or more faculty rated high on each of the subscales. This is at least twenty-three per cent of the respondents.

TABLE 4

Summary of Individual Faculty Scores Dichotomized Around the Standardized Means

n = 80

	LOW	HIGH		LOW	HIGH
EE:F	<24.08	>24.08	EE:I	<31.68	>31.68
Faculty	61	19		55	25
DP:F	< 9.40	> 9.40	DP:I	<11.71	>11.71
Faculty	60	20		55	25
	HIGH	LOW		HIGH	LOW
PA:F	<36.01	>36.01	PA:I	<39.70	>39.70
Faculty	22	58		26	54

EE - emotional exhaustion; DP - depersonalization; PA - personal accomplishment. F - frequency I - intensity

Note: The higher the emotional exhaustion and depersonalization scores, the higher the degree of experienced burnout. The lower the personal.accomplishment scores, the higher the degree of experienced burnout.

In order to determine the stages of burnout that the faculty is experiencing, the dichotomized scores were grouped into high/high, high/low, low/high, and low/low for each subscale. According to Golembiewski (1982:250), high scores on the depersonalization subscale indicate early signs of burnout while emotional exhaustion high scores indicate advanced cases of burnout. The results are presented in Table 5.

Fourteen faculty had high scores on the depersonalization subscale for both frequency and intensity and an additional four had high scores for frequency with low intensity. Seventeen faculty scored high/high for frequency and intensity on the emotional exhaustion subscale. One person scored high frequency with low intensity. Eighteen faculty had high scores for frequency and intensity on the personal accomplishment subscale and two faculty indicated high frequency and low intensity. One faculty member scored high on all subscales (frequency and intensity) and twenty-seven scored low on all subscales.

TABLE 5

STAGES OF FACULTY BURNOUT REFLECTED THROUGH DICHOTOMIZED MEANS

n = 80

	SUBSCALE		
Frequency/Intensity	Depersonalization*	Personal Accomplishment	Emotional# Exhaustion
High/High	14	18	17
High/Low	4	2	1
Low/High	9	9	8
Low/Low	53	51	54
Total	80	80	80

*Early signs of burnout.

#Advanced cases of burnout.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This study found that the problem of burnout among Evergreen Valley College faculty is severe enough to warrant individual and organizational attention. There was high faculty participation in the study (76%) indicating strong interest in the problem and a willingness to help in assessing it. Analysis of the results of the study consisted of examining the data for the existence of burnout and then determining its severity by identifying the phases of it that individuals reported experiencing. Additionally, the differences in cluster responses were analyzed to determine if they were significant.

A comparison of the college means (Table 2) to the standardized means (Appendix G) for each of the subscales indicated that the EVC means were less than the standardized means for the subscales of emotional exhaustion and depersonalization. For the personal accomplishment subscale they were greater. In comparing the means to the low, moderate, and high ranges of experienced burnout (Appendix I), the emotional exhaustion:frequency mean is in the moderate range, and the emotional exhaustion:intensity mean is in the low range. The depersonalization:frequency and intensity means both fall in the low range. The personal accomplishment:frequency and intensity means are both in the moderate range. This suggests that feelings of personal accomplishment are particularly low for EVC faculty and that emotional exhaustion and depersonalization are not severe.

It appeared useful to examine the data further. Golembiewski's (1982:250) method of dichotomizing the scores around the means offers "a specificity beyond that of the total MBI score, and provides far more information than separate subscale scores." This appears to be true for this study. When the data are treated and examined in this way, a specificity is brought to the scores that is lost when the means are simply computed and the high scores are averaged out. Dichotomizing the scores around the standardized means enabled identification of the number of faculty higher than the mean (Table 4). Twenty-three per cent or more of the respondents were higher than the mean on each subscale. The number of faculty experiencing both frequent and intense threats to their well-being is identified in the data reflected in Table 5. Seventeen and one-half per cent of the scores indicated that they were experiencing early signs of burnout according to the Golembiewski model. Twenty-one and one-quarter per cent of the scores indicated that they are in the advanced stage. This analysis indicates that one-fifth or more of the faculty who responded are experiencing some phase of burnout identifying a problem far more severe than is indicated through simply comparing the means.

The question of whether one cluster is significantly experiencing more burnout than the other was answered through performing independent two-tailed *t*-tests. The *t*-tests indicated that Roble cluster is experiencing more burnout. The *t*-tests were significant at the .05 level with 78 degrees of freedom for the subscales of emotional exhaustion:frequency, and both dimensions of the depersonalization subscale (frequency and intensity) indicating that Roble cluster has more

incidences of advanced cases of burnout and more cases that indicate early signs of burnout. This suggests that examination of cluster differences may be useful in understanding the internal causes of burnout on the EVC campus.

Implications For Evergreen Valley College

Based on the results of this study, it is imperative that the EVC faculty individually and through the Faculty Senate address the issue of faculty burnout. Additionally, faculty burnout presents itself as a major problem for the college administration not only because of its current effects on the college but, also, because of the possibility that Johnson's(1982) theorizing that burnout is contagious may be correct. If it is, the problem will only increase if steps are not taken to reduce and prevent it.

The faculty who are experiencing feelings of emotional exhaustion are in need of immediate attention. Those who have lost their sense of personal accomplishment must be revitalized. Roble cluster is in need of particular attention and the percentage of faculty in both clusters who report feeling depersonalized must be assisted. This problem must be addressed.

The quality of community college teaching is dependent on the emotional well-being, sense of being engaged with the educational process, and vitality of its teachers. Alfred (1985) and many others (Seidman, 1987; Harnish & Creamer, 1986; Altshuler & Richter, 1985; Oromaner, 1986; Parilla, 1986) have identified this critical connection. If

Evergreen Valley College is to continue to maintain and futher develop effective community college education, it must devote organizational resources to solving this problem. While there may be little the college can do to immediately reduce external societal stressors, it can move to identify internal causes and to treat the problem.

There are other good reasons to do so. As Minnehan and Paine (1982) pointed out, there are multiple economic costs to organizations from this problem. Reduced worker productivity, substitute workers, sick leave, increased insurance premiums, early retirement payments, recruitment and orientation costs, lost clients (students), accidents, potential health disability, and increased legal costs should not be ignored by the college. The outcomes described by Melendez and de Guzman (1983) of high turnover, low morale, we-they polarizations, increased territoriality, conflicts over authority, scapegoating of organizational leaders, increased absenteeism, and the replacement of informal communication with rigid, role-defined channels also require the college to give serious attention to this problem.

Carroll and White (1982), Clagett (1980), Shinn (1982), and Maslach (1982) all call for burnout to be studied within the context of the system of which it is a part. It should be seen as "organizational outcome" and modified "in terms of situational sources of job-related, interpersonal stress" (Maslach, 1982). This implies that without organizational attention, the problem is unlikely to be significantly reduced.

Recommendations

Based on the results of this study, it is recommended that the administration at Evergreen Valley College:

1. Recognize burnout as a legitimate problem and accept organizational responsibility for changing it. Eliminate any blaming of faculty for being burned out and focus on identifying and eliminating the organizational factors that are contributing to it.

2. Provide release time for a day long workshop following the format used by Prince George Community College (Clagett:1980) to identify the sources of stress affecting faculty. Allow the Faculty Senate to assume responsibility for conducting the workshop. The workshop would include randomly assigning instructors to small discussion groups and having them list the job situations found to be most stressful during the morning session. The afternoon session would focus on proposing personal and organizational strategies for combatting stress.

3. Examine Oromaner (1986) and Parilla's (1986) suggestion that community college teaching should be reconnected with scholarship as a method of alleviating burnout. Increased administrative support for faculty development through release time for research and professional development, artistic endeavors, community service, and continued support for sabbatical leaves for scholarly endeavors are recommended. These would help to do the reconnecting of faculty that Alfred (1985) suggests is critical for effective teaching.

4. Continue to work to improve interpersonal relationships between faculty and administration. Maslach (1982:126) reports that she has found in her research that "burnout rates are lower for staff who have good working relationships with their supervisors and who get support and recognition from them." The strong feelings of depersonalization reported in the survey suggest that this is an important area for attention.

5. Orient new faculty to the stresses present in the institution so that burnout may be prevented.

6. Continue to give institutional attention to the seriousness of this problem by arranging for experts to address the college community about this problem.

7. Support periodic survey of the faculty to identify the presence and intensity of burnout.

8. Survey classified staff and administrators for burnout, also. Burnout occurs in a system (Carroll and White:1982) and its presence in any of these groups increases the possibility of its developing in the others.

9. Support faculty members in their attempts to do personal interventions. Each faculty participant in the study received his/her scores and instructions for interpreting them (Appendix J). As faculty develop personal strategies for reducing their burnout, be aware of these and offer institutional support.

10. Secure a health plan for all staff which provides therapy benefits to care for individuals' psychological health as well as their physical.

11. Follow the lead of 60% of all corporations (with over 50 workers) who provide and encourage the use of physical fitness facilities and programs (Santa Cruz Sentinel:2/2/87). These programs are in place to prevent and reduce employee stress therefore providing companies with more productive employees who have lower medical bills, "a good long-term investment." The campus has programs and facilties in place and the administration should encourage their increased use.

Based on the results of this study, it is recommended that the Faculty Senate at Evergreen Valley College give serious attention to faculty burnout by supporting administrative efforts to reduce it. This should include facilitating each of the recommendations listed above.

Based on the results of this study, it is recommended that faculty who are experiencing burnout should follow Eliot and Breo's (1984:205) suggestions to reduce stress *now* by learning how to become copers. They suggest learning to : listen to one's body, identify physical symptoms and recognize that they are stress-related; prepare for change by expecting things to change and regarding change as opportunity; manage time to allow time each day for planning and prioritizing; work well with others through improved listening, development of support systems, delegating work, giving and receiving effective feedback; and put balance into one's life by building non-work time into every day and taking regular vacations.

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APPENDIX A

ORGANIZATIONAL COSTS

APPENDIX A

EXAMPLES OF COSTS OF INTEREST*

Type	Examples
Direct for employee	--Medical costs for illnesses, accidents --Loss of earnings, pension --Intervention costs; prevention, treatment
Indirect to employee, but direct effects on employer	--Reduced worker productivity, increased reject rates --Cost of replacement or substitute worker --Sick leave --Increased insurance premiums --Payments for early retirement --Recruitment and orientation costs --Identifiable "lost" clients or customers --Employee theft, sabotage
Hidden to employee, employer	--Decreased flow of clients and consumers --Impacts on families and support groups
Potential costs to employer	--Possible early retirement --Industrial and other accidents --Potential health disability --Increased legal costs --Product liability suits

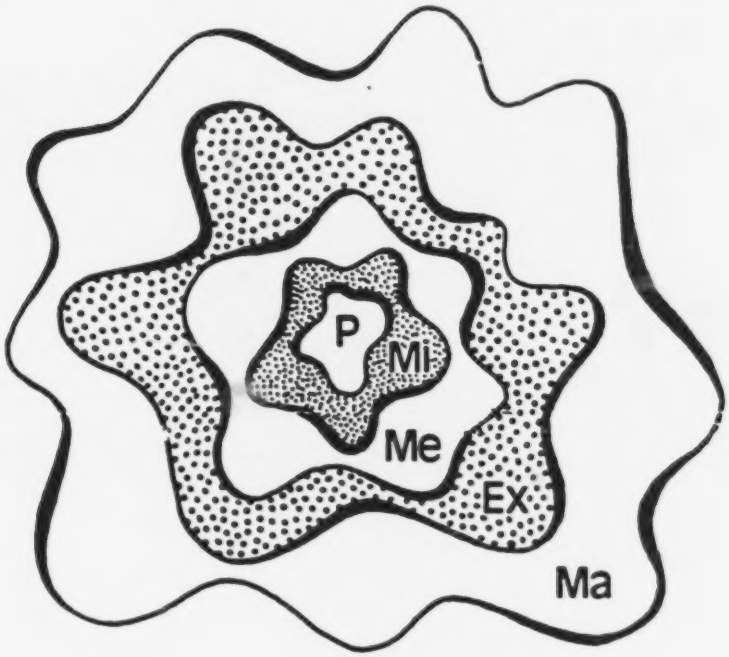
*Minnehan, Robert F., and Whiton Stewart Paine. "Bottom Lines: Assessing the Economic and Legal Consequences of Burnout." In Job Stress and Burnout: Research, Theory, and Intervention Perspectives. Ed. Whiton Stewart Paine. Beverly Hills: Sage, 1982.

APPENDIX B

ECOLOGICAL MODEL

APPENDIX B

AN ECOLOGICAL MODEL FOR THE ANALYSIS OF BURNOUT

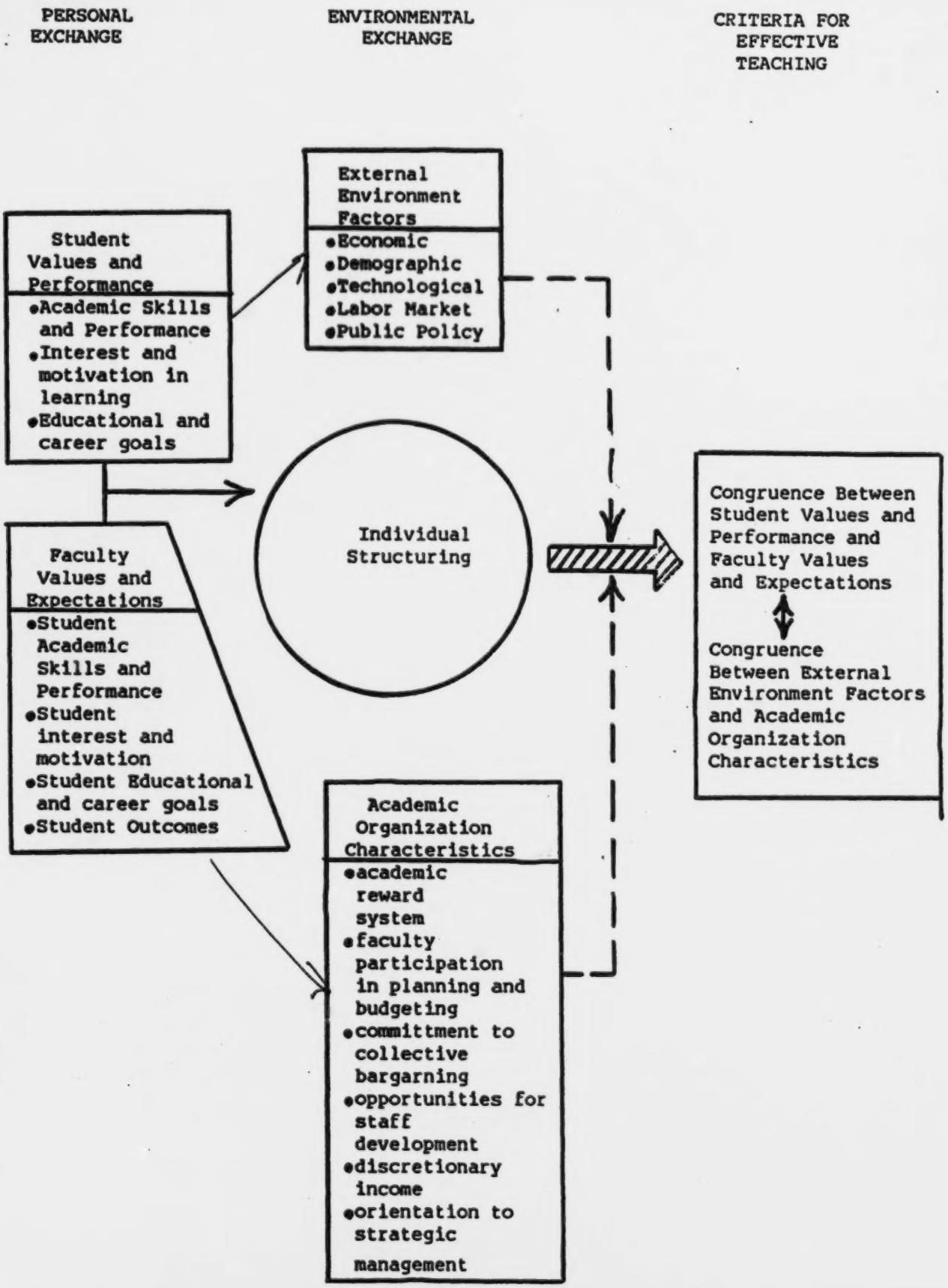


P	= Person	
Mi	= Microsystem	Smallest social unit of organized work (e.g., the office or department)
Me	= Mesosystem	The larger complex of smaller work units that comprise the company or institution/agency
Ex	= Exosystem	Non-work eco-systems that directly impact on the worker and his/her company's or instution/agency's operations (e.g., surrounding community, legislators, accountability systems, his/her family)
Ma	= Macrosystem	The larger cultural and world-wide complex

Note: Each element is complex, dynamic, and unique. All elements interact to varying degrees. The consequences of all these interactions are experienced throughout the entire system and are reciprocal in nature.

APPENDIX C

CONGRUENCE MODEL


PERSONAL EXCHANGE
ENVIRONMENTAL EXCHANGE
CRITERIA FOR EFFECTIVE TEACHING
External Environment Factors
•Economic
•Demographic
•Technological
•Labor Market
•Public Policy
Student Values and Performance
•Academic Skills and Performance
•Interest and motivation in learning
•Educational and career goals
Individual Structuring
Faculty Values and Expectations
•Student Academic Skills and Performance
•Student interest and motivation
•Student Educational and career goals
•Student Outcomes
Academic Organization Characteristics
•academic reward system
•faculty participation in planning and budgeting
•committment to collective bargarning
•opportunities for staff development
•discretionary income
•orientation to strategic management
Congruence Between Student Values and Performance and Faculty Values and Expectations
Congruence Between External Environment Factors and Academic Organization Characteristics

APPENDIX D

FACULTY LETTER

November 20, 1985

Dear Colleague:

I am a communication studies instructor at Evergeen Valley College doing graduate work in the area of education. I am doing a human services survey to facilitate this study and your help is needed.

Please respond to the enclosed questionnaire and return it to me within one week. Your personal response will be kept confidential.

The general results of this survey will be shared with all faculty at Evergreen Valley College.

Thank you for your assistance.

Sincerely,

Tanya Johnson

Tanya Johnson

APPENDIX E

MASLACH BURNOUT INVENTORY

Human Services Survey

Christina Maslach and Susan E. Jackson

The purpose of this survey is to discover how various persons in the human services or helping professions view their jobs and the people with whom they work closely. Because persons in a wide variety of occupations will answer this survey, it uses the term *recipients* to refer to the people for whom you provide your service, care, treatment, or instruction. When answering this survey please think of these people as recipients of the service you provide, even though you may use another term in your work.

On the following page there are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way *about your job*. If you have *never* had this feeling, write a "0" (zero) in both the "HOW OFTEN" and "HOW STRONG" columns before the statement. If you have had this feeling, indicate *how often* you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way. Then decide *how strong* the feeling is when you experience it by writing the number (from 1 to 7) that best describes how strongly you feel it. An example is shown below.

Example:

HOW OFTEN:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day	
HOW STRONG:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

HOW OFTEN	HOW STRONG	
0–6	0–7	Statement:
_____	_____	I feel depressed at work.

If you *never* feel depressed at work, you would write the number "0" (zero) on both lines. If you *rarely* feel depressed at work (a few times a year or less), you would write the number "1" on the line under the heading "HOW OFTEN." If your feelings of depression are *fairly* strong, but not as strong as you can imagine, you would write a "6" under the heading "HOW STRONG." If your feelings of depression are very mild, you would write a "1."

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Human Services Survey

HOW OFTEN:	0 Never	1 A few times a year or less	2 Once a month or less	3 A few times a month	4 Once a week	5 A few times a week	6 Every day	
HOW STRONG:	0 Never	1 Very mild, barely noticeable	2	3	4 Moderate	5	6	7 Major, very strong

HOW OFTEN 0–6	HOW STRONG 0–7	Statements:
1. _____	_____	I feel emotionally drained from my work.
2. _____	_____	I feel used up at the end of the workday.
3. _____	_____	I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____	_____	I can easily understand how my recipients feel about things.
5. _____	_____	I feel I treat some recipients as if they were impersonal objects.
6. _____	_____	Working with people all day is really a strain for me.
7. _____	_____	I deal very effectively with the problems of my recipients.
8. _____	_____	I feel burned out from my work.
9. _____	_____	I feel I'm positively influencing other people's lives through my work.
10. _____	_____	I've become more callous toward people since I took this job.
11. _____	_____	I worry that this job is hardening me emotionally.
12. _____	_____	I feel very energetic.
13. _____	_____	I feel frustrated by my job.
14. _____	_____	I feel I'm working too hard on my job.
15. _____	_____	I don't really care what happens to some recipients.
16. _____	_____	Working with people directly puts too much stress on me.
17. _____	_____	I can easily create a relaxed atmosphere with my recipients.
18. _____	_____	I feel exhilarated after working closely with my recipients.
19. _____	_____	I have accomplished many worthwhile things in this job.
20. _____	_____	I feel like I'm at the end of my rope.
21. _____	_____	In my work, I deal with emotional problems very calmly.
22. _____	_____	I feel recipients blame me for some of their problems.

(Administrative use only)

		cat.			cat.
EE:F	_____	_____	EE:I	_____	_____
DP:F	_____	_____	DP:I	_____	_____
PA:F	_____	_____	PA:I	_____	_____

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First Printing, 1981

APPENDIX F

FACULTY FOLLOW-UP LETTER

December 2, 1985

Dear

Recently, I sent you a human services survey form. I realize this is a busy time of year, but if you can take the time to complete it, it will be very useful for the project I am working on for my graduate work. If you need another form, please just check the box below, and I will put one in your mailbox.

Your personal response will be kept confidential, but the general results of the survey will be shared with all Evergreen Valley College faculty.

Thank you for your assistance.

Sincerely,

Additional Form

APPENDIX G

MEANS AND STANDARD DEVIATIONS FOR THE MBI SUBSCALES

APPENDIX G

Means and Standard Deviations for the MBI Subscales*

	MBI Subscales		
	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Frequency (n =1400)			
M	24.08	9.40	36.01
SD	11.88	6.90	6.93
Intensity (n = 1936)			
M	31.68	11.71	39.70
SD	13.84	8.09	7.68

*Source: Maslach, Christina, and Susan E. Jackson. MBI:Maslach Burnout Inventory. Research Edition. Palo Alto: Consulting Psychologists Press, 1981.

APPENDIX H

MEANS, STANDARD DEVIATIONS, AND *t*-SCORES FOR THE MBI SUBSCALES

APPENDIX H

Means, Standard Deviations, and t-scores for Acacia and Roble Clusters

N = 80 *df* = 78

GROUP	SUBSCALE	MEAN	STANDARD DEVIATION	*t*
	EE:F			
Acacia		15.043	8.839	-2.511*
Roble		21.091	12.721	
	EE:I			
Acacia		22.404	10.989	-1.642**
Roble		26.97	13.848	
	DP:F			
Acacia		4.66	3.919	-3.123*
Roble		8.03	5.742	
	DP:I			
Acacia		6.277	5.516	-3.58*
Roble		11.515	7.579	
	PA:F			
Acacia		39.532	5.882	.602**
Roble		38.606	7.866	

GROUP	SUBSCALE	MEAN	STANDARD DEVIATION	t
	PA:I			
Acacia		42.83	6.512	.974**
Roble		41.242	8.031	

*Significant at the .05 level.

**Not Significant at the .05 level.

EE - emotional exhaustion; DP - depersonalization; PA - personal accomplishment. F - frequency I - intensity

APPENDIX I

CATEGORIZATION OF MBI SCORES

APPENDIX I

Categorization of MBI Scores*

MBI Subscale	Range of Experienced Burnout		
	Low (lower third)	Moderate (middle third)	High (upper third)
Emotional Exhaustion			
Frequency	≤17	18-29	≥30
Intensity	≤25	26-39	≥40
Depersonalization			
Frequency	≤ 5	6-11	≥12
Intensity	≤ 6	7-14	≥15
Personal Accomplishment			
Frequency	≥40	39-34	≤33
Intensity	≥44	43-37	≤36

Note: Occupations represented in both the scale development and MBI normative samples presented consisted of the following: 945 Social Security Administration public contact employees, 142 police officers, 231 nurses, 125 agency administrators, 222 teachers, 97 counselors, 91 social workers, 68 probation officers, 63 mental health workers, 86 physicians, 40 psychologists and psychiatrists, 31 attorneys, and 77 others.

*Source: Maslach, Christina, and Susan E. Jackson. MBI:Maslach Burnout Inventory. Research Edition. Palo Alto: Consulting Psychologists Press, 1981.

APPENDIX J

INDIVIDUAL RESULTS LETTER TO FACULTY

March 24, 1986

Dear

Thank you for responding to the Human Services Survey I sent to you in November, 1985. The measure was designed by Christine Maslach to assess the three aspects of the burnout syndrome: emotional exhaustion (EE), depersonalization (DP) and lack of personal accomplishment (PA). The EE subscale assesses feelings of being overextended and exhausted by one's work. The DP subscale measures an unfeeling and impersonal response towards recipients of one's service, care, treatment, or instruction. The PA subscale assesses feelings of competence and successful achievement in one's work with people. Each subscale has two dimensions: frequency (F), how often one has these feelings, and intensity (I), the strength of the feelings. Thus, six scores are computed for each respondent: EE-F, EE-I, DP-F, DP-I, PA-F, and PA-I. The higher the degree of experienced burnout, the higher the scores on the first four subscales and the lower the scores on the last two subscales.

I am reporting to you your personal scores. Rest assured that no one else has had or will have access to them. You can relate your score to the table below for some comparison of where you are compared to respondents in previous samples. I will be presenting the data in cumulative form to the administration--personal scores will not be revealed. Your scores:

EE:F _____ EE:I _____

DP:F _____ DP:I _____

PA:F _____ PA:I _____

Table 1
Categorization of MBI Scores

MBI Subscale	Range of Experienced Burnout		
	Low (lower third)	Moderate (middle third)	High (upper third)
Emotional Exhaustion			
Frequency	≤ 17	18 - 29	≥ 30
Intensity	≤ 25	26 - 39	≥ 40
Depersonalization			
Frequency	≤ 5	6 - 11	≥ 12
Intensity	≤ 6	7 - 14	≥ 15
Personal Accomplishment			
Frequency	≥ 40	39 - 34	≤ 33
Intensity	≥ 44	43 - 37	≤ 36

Note: Occupations represented in both the scale development and MBI normative samples presented in Tables 1, 2, B, D-1, and D-2 consisted of the following: 845 Social Security Administration public contact employees, 142 police officers, 231 nurses, 125 agency administrators, 222 teachers, 97 counselors, 91 social workers, 68 probation officers, 63 mental health workers, 86 physicians, 40 psychologists and psychiatrists, 31 attorneys, and 77 others

Listed below are the means for Acacia, Roble, and EVC:

Acacia - 72% response		Roble - 79% response		EVC - 76% response	
EE:F 14.78	EE:I 22.02	EE:F 19.73	EE:I 25.92	EE:F 17.26	EE:I 23.97
DP:F 4.60	DP:I 6.08	DP:F 7.64	DP:I 11.33	DP:F 6.12	DP:I 8.71
PA:F 39.63	PA:I 42.92	PA:F 38.33	PA:I 41.15	PA:F 38.98	PA:I 42.04

Again, thank you for your assistance with this research. I hope the data will be of use to us all!

Sincerely,

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APR 15 1988